

Role Description

Correspondence and Administration Officer



Education

Cluster	Education
Agency	NSW Department of Education
Division/Branch/Unit	Learning Improvement / Inclusion and Wellbeing / Child Protection, Health & Wellbeing
Role number	230010
Classification/Grade/Band	Clerk Grade 5/6
Senior executive work level standards	Not Applicable
ANZSCO Code	531111
PCAT Code	11199192
Date of Approval	October 2021
Agency Website	www.education.nsw.gov.au

Agency overview

The NSW Department of Education serves the community by providing world-class education for students of all ages. We ensure young children get the best start in life by supporting and regulating the early childhood education sector.

We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors.

We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

Primary purpose of the role

The role provides a range of high level executive support to the business unit and team and facilitate the delivery of business operations to agreed standards.

Key accountabilities

- Effectively manage the movement and tracking of correspondence and records in business unit, liaising with senior officers and professional support staff to ensure timelines are met.
- Deliver exemplary customer service to both internal and external stakeholders to ensure accurate and timely responses.
- Manage the workflow, systems and procedures operating between the offices of the Director and liaise with senior officers across the directorate as required.

- Provide high quality clerical and administrative support, including the word processing and production of multi-faceted reports and audio-visual presentations to prepare correspondence, briefing papers and other documents.
- Provide data entry, word processing, spreadsheet and other technological services to facilitate accurate, timely and effective records and correspondence.
- Establish and maintain effective records management systems as required.
- Build excellent customer relationships and work collaboratively with team members and other teams across divisions to increase efficiencies and implement systemic procedures to support the delivery of educational services to schools.
- Effectively apply new and/or updated technology applications, systems, procedures and organisational methods to deliver efficient and effective service in accordance with Department policy and business practices and protocols.

Key challenges

- Providing high level executive and administrative support in a high volume, complex, time dependent and sensitive work environment with competing priorities and timeframes.
- Maintaining confidentiality, understanding sensitivities and liaising with internal and external stakeholders.
- Establishing effective relationships across the division including internal and external stakeholders.

Key relationships

Who	Why
Internal	
Manager	<ul style="list-style-type: none"> • Receives guidance in managing complex and/or sensitive matters relating to team and/or customers. • Receives performance feedback.
Team members	<ul style="list-style-type: none"> • Manage the flow of information, seek clarification, escalate sensitive issues and propose solutions.
External	
Stakeholders	<ul style="list-style-type: none"> • Provide sound and reliable advice; manage expectations, resolve and provide solutions to issues; negotiate outcomes and timeframes. • Develop and maintain effective working relationships and open channels of communication.

Role dimensions

Decision making

This role acts independently in performing its core work functions in accordance with relevant policies, procedures and guidelines. In matters that are sensitive or complex the role consults with the supervisor or manager as required.

Reporting line

This role reports to: Director – Student Health and Mental Wellbeing unit

Direct reports

nil

Budget/Expenditure

The role has a financial delegation of up to: \$ 15,000

KEY KNOWLEDGE AND EXPERIENCE

Knowledge of and commitment to implementing the Department's [Aboriginal Education Policy](#) and upholding the [Department's Partnership Agreement with the NSW AECG](#) and to ensure quality outcomes for Aboriginal people.

Essential requirements

Working with Children Check for paid employment

Capabilities for the role


The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

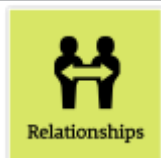
The capabilities are separated into **focus capabilities** and **complementary capabilities**.

Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

FOCUS CAPABILITIES			
Capability group/sets	Capability name	Behavioural indicators	Level
	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none">• Keep up to date with relevant contemporary knowledge and practices• Look for and take advantage of opportunities to learn new skills and develop strengths• Show commitment to achieving challenging goals• Examine and reflect on own performance• Seek and respond positively to constructive feedback and guidance• Demonstrate and maintain a high level of personal motivation	Adept



Communicate Effectively

Communicate clearly, actively listen to others, and respond with understanding and respect

- Focus on key points and speak in plain English
- Clearly explain and present ideas and arguments
- Listen to others to gain an understanding and ask appropriate, respectful questions
- Promote the use of inclusive language and assist others to adjust where necessary
- Monitor own and others' non-verbal cues and adapt where necessary
- Write and prepare material that is well structured and easy to follow
- Communicate routine technical information clearly

Intermediate



Plan and Prioritise

Plan to achieve priority outcomes and respond flexibly to changing circumstances

- Understand the team and unit objectives and align operational activities accordingly
- Initiate and develop team goals and plans, and use feedback to inform future planning
- Respond proactively to changing circumstances and adjust plans and schedules when necessary
- Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals
- Accommodate and respond with initiative to changing priorities and operating environments

Intermediate



Technology

Understand and use available technologies to maximise efficiencies and effectiveness

- Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks
- Use available technology to improve individual performance and effectiveness
- Make effective use of records, information and knowledge management functions and systems
- Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies





Intermediate

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

COMPLEMENTARY CAPABILITIES

Capability group/sets	Capability name	Description	Level
 Personal Attributes	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
 Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Work Collaboratively	Collaborate with others and value their contribution	Foundational
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
 Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Adept
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Foundational
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational
	Project Management	Understand and apply effective planning, coordination and control methods	Foundational